

BOURNEMOUTH UNIVERSITY

THE CENTRE FOR EXCELLENCE IN MEDIA PRACTICE (CEMP) BOURNEMOUTH MEDIA SCHOOL (BMS)

**NOTES OF A MEETING OF THE CEMP STEERING GROUP COMMITTEE HELD ON
THURSDAY 05 JANUARY 2006, 1.00 PM, SOAS, LONDON**

Present: Stephen Jukes (chair), Chris Wensley, Paul Luker, David Clews, Kate O'Connor, Murray Weston, Nigel Paine.

In attendance: Jonathan Wardle, David Gauntlett, Laura Hampshaw (minutes)

Apologies: Stephen Heppell, student representative

1 WELCOME AND INTRODUCTIONS

The Chair welcomed colleagues to the meeting, and introduced members of the Steering Group.

Stephen Jukes (chair) – Head of Bournemouth Media School

Chris Wensley – Director, CEMP

Paul Luker - Pro-Vice Chancellor (Academic), Bournemouth University

David Clews – Subject Centre Manager, ADM-HEA

Kate O'Connor – Deputy CEO, Skillset

Nigel Paine – Head of People Development, BBC Training & Development

Stephen Heppell – Learning & Policy Consultant, heppell.net

Murray Weston – Director, British Universities Film and Video Council (BUFVC)

Student representative, Bournemouth University – to be appointed

2 TERMS OF REFERENCE

This Steering Group has been established to support and advise the Centre, to ensure its relevance to current media practice and to propose scope for further development. Membership consists of the Head of BMS (Chair), the Centre Director, the Pro-Vice Chancellor Learning & Teaching, a representative from some of the Centre's industrial partners, a representative from ADM-HEA and a student representative.

The Group will meet twice a year in London, preferably in March and October.

3 REPORT FROM THE CENTRE DIRECTOR AND COLLEAGUES

Please note, all information provided by the Centre Director and colleagues can be found on the CEMP website www.cemp.ac.uk

3.1 Centre Director

Chris Wensley provided background information about CEMP including funding, the Centre's aims, some of the work it has been involved in and its current position

CEMP is now well established in the School with all members of the team appointed and physical spaces funded by the Centre will be put to use shortly. In particular a Screening Room equipped to replay moving images and to record events will be available for one-off bookings, as will a Design Room for creative activity .

Chris Wensley, at the request of the Head of School, conducted a review of the School's existing programmes – the portfolio, the delivery, and the assessment. A discussion paper was produced and School-wide discussion invited. There were two major drivers to the review:

- I. the need to increase the number and the quality of applicants to BMS programmes – both undergraduate and more particularly postgraduate;
- II. the need to create space for academic staff to engage in more research and KT activity.

Academic Groups have been asked to discuss and report back and market research is being commissioned.

3.2 Head of Projects

Jonathan Wardle explained that the Centre is developing a range of open e-learning tools and is working to establish online communities of practice around many of the key media practice disciplines, such as television, interactive media, screenwriting and radio. Projects include BoB or Box of Broadcasts (a DVB-TV scheduler and off-air recording system), a 'Who Wants to be a Millionaire' style electronic response system enabling students to interact with their lecturer and the material that is being delivered and Peer Assisted Learning (PAL) which is a student-to-student support scheme for academic and personal development.

CEMP is also funding Sabbaticals, Secondments and Special Projects and another call for bids has been issued, with an emphasis this time on pedagogic research projects. A range of staff across academic groups are already currently engaged in projects supported by the fund.

CEMP is working with Skillset and the ADM-HEA on a review of current accreditation schemes for media programmes, with a remit to propose new methods of accrediting programmes and involving industry in supporting Higher Education

MA Creative Media Practice, an innovative fifteen-month, part-time, distance learning, workbased, and negotiated degree developed by the Centre, in conjunction with Ultralab, has completed the Design Stage validation and will

commence in September 2006. The aim is to recruit 20 students in the first year and 30 students in the second year of operational, with a fee of £4300.

3.3 Head of Research

David Gauntlett explained the role of research in the Centre, the research team and how we are exploring ways in which learning can be transformed at two interconnected levels:

- Learning & Creativity – projects include:
 - The Learning Self - collaboration with Lego Serious Play
 - Critical thinking – co-ordinated by Jenny Moon
 - Creativity & Constructionism
 - Telling Stories – co-ordinated by Jenny Moon
- Teaching & Learning Practices
 - Assessment of Media Artefacts
 - Learning journals
 - The Virtual Field Trip
 - CASPAR (Computer Assisted Self/Peer Assessment Ratings)
 - Having a Degree or Being a Learner

4 QUESTIONS AND DISCUSSION

Consideration of Undergraduate Issues

Need to consider that undergraduate recruitment figures, which are already falling, will continue to do so and it will become more difficult to attract students given the cost of living and the introduction of top up fees. Skillset, is working on a combined project that Kate O'Connor felt CEMP should be aware. The project is considering the impact of changes to the 14-19 Curriculum (pre-university education) will have on undergraduate provision as students are arriving at university already equipped with the practical skills that we are currently teaching. It is necessary to the levels and coverage of programmes, and certification at different levels.

Kate O'Connor, David Clews and Nigel Paine will report back to the Steering Group with the progress of the 14-19 Skills project.

Consideration of Postgraduate Issues

The undergraduate issues discussed above will have a knock on effect on postgraduate recruitment figures, which are also declining. Industry changes are also a consideration. For example, there is now a much more casual approach to employment and short-term employment is more acceptable. Employees no longer remain with the same company for years. This has an implication because postgraduate research tends to be funded by the employer on condition that the employee stays with the company for a loyalty period. It is imperative that at MA we are not teaching students new skills, but enhancing the skills and experience they already have. As already identified, students already have the practical skills gained either at pre-university education and undergraduate level. Since a high percentage of people have degrees, postgraduate study needs

to personalised to fit around the needs of the student (e.g. part-time, distance learning) and to enable the student to put study into practice in the work place

MA Creative Media Practice is designed with this in mind and applicants are required to have 2.5 years plus relevant work experience. Students need to be able to evaluate their experience at the three stages of the degree: the first that covers how the student and the industry has reached this point; the second covers the current position of the student and the industry; and third addresses the future of the student and the industry.

Bournemouth Media School is commissioning independent market research will include professionals undertaking masters programmes and the future for graduates in 3/4 years time.

Is there someone else we should be working with?

The ADM-HEA is involved in three projects that will be of interest to the Centre:

1. Foundation Degree Research which relates to the undergraduate issues discussed above.
2. The Entrepreneurship in the Creative Industries Research Project which is researching the entrepreneurialism of art, design and media graduates and what current support and funding is available from higher education institutions and in the public domain to support creative entrepreneurs.

With regard to the Centre, the provision of ongoing access to resources and support is imperative as we are aiming to disseminate knowledge but also to ensure that Bournemouth Media School is at the forefront of the graduates mind if considering postgraduate study.

3. The ADM Subject Centre is working with Skillfast, the Sector Skills Council for apparel, footwear and textiles on a project to encourage industry participation in courses as examiners. The aim is to recruit a group of people from industry who are willing to act as examiners, and to develop a training programme to introduce them to the structures and practices of higher education from a fashion, footwear and textiles perspective.

A database of media industry professionals who can be recommended to be an expert, external examiner or validator would be useful. These 'experts' could be trained and validated.

Kate O'Connor advised that Skillset has developed *Skillset 100*, a database resource of 100 top industry professionals committed to work with screen academies to share their knowledge and expertise through master classes, workshops and guest lectures. We should consider the support provided to these people and possible accreditation.

Are we missing anything?

It was asked whether the Centre would continue after the five-year funding and whether the Centre is self-sustaining. The Centre is applying for additional funding and is considering business opportunities in order to become self-sustaining (to be discussed further at the next Steering Group meeting) to enable the good work achieved in the five years to continue. For example, income generated from fees from MA Creative Media Practice will more than cover the running costs of the degree and we have been offered £1500 per day to hire the electronic handsets.

5 CENTRE EVENTS

Chris Wensley asked for suggestion for external events and speakers. It is suggested that the Centre holds four or five events each year, each with an audience of up to 120, consisting of both academics and professionals. Workshop size events will also be held. All events will be non-paying. CEMP will distribute a list of possible themes to Steering Group members to develop.

6 EXTERNAL EVALUATION

In addition to the Steering Group, CEMP has appointed three External Evaluators to monitor the Centre's activities and to find out from appropriate stakeholders if it is achieving its aims. A written report to the CEMP Steering Group will be presented at the end of each academic year for its autumn meeting. These reports will be considered by the Steering Group and will also form part of the annual report to HEFCE on the Centre's operation.

The three evaluators are:

- Janet Hanson, Associate Head of Academic Services, Bournemouth University, to consider our impact in the School and across Bournemouth University;
- Jonathan Drori, Director, Culture Online for the DCMS, to consider our effectiveness working with our industry partners.
- John Adams, Senior Lecturer, Film and Television Studies Bristol University, to consider our impact on the HE media sector;

The evaluators will visit the Centre and will look at the new programmes and learning support materials the Centre has developed, as well as the quality of its graduates and the student experience.

7 AOB

CEMP agreed to set up an email group for the Steering Group, which has now been done. The email address is steeringgroup@cemp.ac.uk

It was asked that papers relating to the Steering Group be made available electronically, and that a list of Curriculum Developers, Steering Group

members and MA Creative Media Practice be published. All of this information is available at www.cemp.ac.uk

8 DATE OF NEXT MEETING

The date of the next meeting is to be confirmed though it was agreed that meetings would be held twice a year, most likely in April and October. Given that the first meeting was in January, the next meeting maybe before the start of the next academic year when MA Creative Media Practice becomes operational.